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THE GIFTED CHILD A RESOURCE HANDBOOK FOR PARENTS AND LIBRARIANS

by Marilyn Ming



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THE GIFTED CHILD

A RESOURCE HANDBOOK FOR PARENTS AND LIBRARIANS

by

MARILYN MING

A MAJOR PROJECT

SUBMITTED TO THE FACULTY OF LIBRARY SCIENCE

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THE UNIVERSITY OF ALABAMA

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PREFACE

Although the subject of this handbook is specifically the gifted, it is written for all children and the adults who deal with them. Parents, teachers, and librarians will find that many of the resources recommended will be of interest to anyone who deals with any child. Although much interest has been focused on exceptional children of all kinds, the gifted child is often neglected, as is the so-called "normal" child whose parents are also intensely interested in his education, enrichment, and development.

INTRODUCTION

Understanding the gifted and talented and learning to help them develop their potential is a challenge, especially to the parents of these children and to those adults who deal with them in non-formal teaching situations. Librarians in particular have more opportunity to treat all children as individuals than do many classroom teachers. Librarians and parents can help children in non-structured environments to discover, organize, and develop their own fields of interest. For the gifted child and his parents the library may well be the most valuable resource available.

Thus, the primary purpose of this handbook is to acquaint parents, librarians, and teachers with recent, non-technical resource material applicable to work with gifted children. It includes lists of material, names of associations, and a guide to some community resources primarily in Edmonton and Calgary, and to school programs in Alberta. It does not attempt to be comprehensive or definitive, but to serve as a guide in finding other resources that may be available.

The books and articles were chosen for interest to the non-specialist. The material is easily readable for those without extensive psychological background. For the most part the references are summaries of philosophy and research, rather than statistical studies. What they lack as primary resource material may be recovered through searching the excellent bibliographies in many of the recommended books and articles. The materials represent a collection balanced in coverage of controversial issues, so that the reader can decide what to believe about acceleration, use of I.Q. tests, and environment vs. heredity issues.

The annotations are descriptive and in some cases summarize the content. Sometimes quotations from the book itself are included and the page noted. In other cases the title of the book or article is

self-explanatory and the annotation is quite short. When the book has not been available for examination, the annotation is compiled from the sources which recommended the title and from the publishers's catalog. Where an item is listed as available from the publisher, full address is given in section VII, Associations. Prices in most cases are listed in United States funds and so noted. Prices are given for only recent items, those which may be of particular interest for parents to purchase.

Section II contains descriptions of various school programs, both those designed specifically for the gifted and those alternative public school programs which may be relevant. Some private schools, primarily in Edmonton and Calgary are also described. In most cases the information about these programs came from the schools themselves, either in the form of printed brochures, in discussions with the directors of the programs, or in actual visits to the schools listed.

Section III contains a selection of representative kinds of community resources. Suggestions are also included for finding other resources in the small cities and towns of the province. In this case, too, the information about the places came from visits or from printed brochures supplied by the agency. In some cases secondary resources were used. Kidmonton¹ supplied comprehensive information about the Edmonton area. Information about Calgary resources was supplied by the Calgary Educational Resource Group, as well as by visits to various institutions in that area.

¹ References begin on page 65

I

BACKGROUND INFORMATION

Who are the gifted? Two of the many definitions are;

The gifted person is one whose development and behavior consistently demonstrate unusual² traits, capacities, and achievements for his age.

Gifted children are those whose performance is a potentially valuable link³ of human activity is consistently remarkable.

These kinds of definitions are deliberately vague. They acknowledge the uniqueness of the gifted without being specific about the form of the exceptional ability. Each child must be treated as an individual and helped to develop his own gifts in whatever field they are manifest. Giftedness and talent may take many forms. When an individual displays exceptional ability in one specific area such as music, art, athletics, or social leadership, he is termed talented. Giftedness is more generally associated with high creativity and high intelligence scores, although the term "academically talented" is becoming more widely used. The categories are not mutually exclusive. An academically talented child often displays talent in one or more other areas.

Checklists usually identify the gifted child as displaying the following characteristics:

1. alertness
2. displaying curiosity
3. expressiveness
4. resourcefulness
5. confidence
6. an early developed sense of humor
7. inquisitiveness
8. impatience
9. fluency
10. using mature vocabulary correctly
11. observant
12. a wide range of interests
13. reading early
14. telling imaginative and coherent stories

In most schools in Alberta the child is given intelligence tests in Grade Three or Four and again in Grade Six or Seven. The results are used for placement consideration in some programs in much the same way as achievement test results are used. In cases of extremely high or low scores, an individual test is often given by a psychometrist, usually a counsellor who has specialized in measurement of intelligence. Individual I.Q. tests are also given for diagnostic information or as part of special surveys.

There is much controversy over the use of standardized intelligence tests. Only rarely are the results given to parents, usually because it is feared that the parent may not understand the many factors involved and seize upon a number as a fixed classification for their children. When I.Q. is used as a criterion for determining giftedness for admittance to gifted programs or for other research purposes, the usual number chosen is around 130. Some educators call those with an I.Q. score of 120 gifted, while others pick 140+. In terms of total population, approximately 2 to 3% are gifted, as defined on a normal bell curve. Very rarely today is I.Q. score used alone in identifying the gifted. A wide variety of other tools are used: creativity tests, tests of spatial relationships, personality and interest inventories, recommendations from teachers, and observations.

Some research has been done on the correlation between high I.Q. scores and high creativity, but above a certain level of intelligence little correlation has been shown. In other words, a child may display a great deal of creativity, but not a correspondingly high I.Q. score.⁴ In the past, these highly creative children were often not identified as gifted.

The two most common individual I.Q. tests given are the Stanford-Binet and the WISC in one of its many forms. The intelligence score is an average of the results of performance on many different parts of each test and by itself does not give a true picture of the child's abilities. It is more interesting and useful to know the results of

the individual subtests. The child may score extremely high on verbal parts and lower on spatial relationships or high in performance subtests and lower in verbal ones. A concise and clear explanation of the various tests can be found in Testing the Gifted Child: an interpretation in lay language by Richard O. Forna and Bruce O. Boston.

Cultural bias must not be ignored. I.Q. tests were originally designed as predictors of academic success and, although revised, they still are biased in favor of upper and middle class values and language. Strangely enough, it is those children who do exceptionally well (150+ I.Q.) on the tests who may have the most problems with the school environment, and for whom the average school is most unsuited.

Because of the controversy over academic and cultural bias, a special term has come into use recently: the disadvantaged gifted. Broken into many categories, the term disadvantaged has come to include all those children who are not white, urban, middle class males. Girls, minority groups, rural children, the handicapped and the learning disabled are all considered disadvantaged by various writers. Most of the books included in the bibliography are general enough to provide information to parents of all these gifted, but some specific items on handicapped gifted and the gifted from minority groups are included. For learning disabled children, there is little available that deals with them as gifted. Margaret Parker at the Kootenay Centre for the Gifted (see Section VII) is compiling material in this area and may be contacted directly.

The United States Office of Education has set up an Office of Gifted and Talented which disseminates information and does distinguish between the gifted and those with a special talent. There is no comparable Canadian agency as yet.

Many studies have shown that the majority of gifted children come from middle-class or upper class homes, but the gifted are represented in all social strata. This distribution has been attributed to socioeconomic differences, but recently, more attention has been paid to

child-rearing practices in the family and to identification procedures.⁵ Families that value education, creativity, reading, and communication have a higher proportion of gifted children than those who do not encourage these skills. Nevertheless, a family does not have to be financially well-off to create a stimulating environment of the type that encourages the development of the gifted.

Public services and free or inexpensive materials are available especially for preschool and young children. Many good books are available of the "how to raise your child" variety. Some have been listed in the annotated bibliography in section IV f. Especially notable are the Mother's Almanac and Maynard's Guiding your child to a more creative life. These two books give numerous suggestions for activities while stressing the value of language development and helping the child to increase his sense of independence and responsibility. These books suggest free movies, excursions to public places, outdoor activities, raising pets, cooking, all of which provide inexpensive enrichment experiences. For older children, Kanigher's book, Everyday enrichment for gifted children at home and school is a source of stimulating ideas.

Development of the home environment is one of the most important things a parent can do to help the child. This includes:

1. answering the child's questions with patience
2. helping him to find the answer and explore the area further
3. helping him to get along socially with other children
4. not comparing him with other siblings
5. setting reasonable standards of behavior and insisting that they are met
6. providing hobby materials and books, often through the library
7. helping the child to share the parent's hobbies
8. taking the child to interesting places
9. helping him budget time and organize work
10. helping him develop independence and responsibility

One of the prevalent stereotypes about gifted children is that they are immature socially. In general, studies have found that most gifted children are more mature, physically larger, and healthier for their chronological age than other children, and generally socially and psychically well adjusted.⁶

One particularly frustrating problem for parents and children is the age regulation for many activities. Sometimes these can be manipulated quietly or ignored, but sometimes there is nothing that can be done. Some programs stipulate a specific age. Occasionally if the parent enrolls he will be allowed either to register or to bring along a well-behaved child. For example, the planetarium in Edmonton offers classes designed for adult and child participation. In other towns courses are offered through Recreation Boards or are co-ordinated by a Continuing Education director. Some of these may be suitable for parent/child attendance. Red Cross swimming lessons stipulate seven years as the beginning age for Beginners and Advanced classes. Children under seven are put into classes for five and six year olds regardless of swim ability. Nevertheless, the directors are often cooperative when they become aware of exceptional ability in this area and will advance a young child.

An enriched environment at home can provide what Dr. Renzulli,⁷ a leading educator in gifted child studies, calls Type I enrichment. It is a necessary part of the development of the child. Renzulli describes an enrichment model consisting of three interacting types. First, he points out that gifted or talented children are not gifted in everything all the time. It is only when their creativity, ability, and task commitment interact that they display a particular gift. The enrichment model is used to describe how these factors can be used. Type I provides a rich variety of general exploratory experiences to expand the child's awareness of knowledge. Type II consists of teaching thinking process skills: learning how to solve problems, developing convergent and divergent thinking skills, and learning how to approach problems. This is the most common type of enrichment in school gifted programs. There are many books and commercially developed programs available for encouraging these process skills. Both Edmonton Public School Board and Calgary Public School Board use Type II programs. Parents can encourage this type of process at home by encouraging children to figure out what is wrong when dealing with everyday problems.

It is the approach, not the fancy materials that develop thought processes. For example, the child who pushes futilely on a closed door should be asked why he thinks it won't open; is it stuck? is it locked? should you pull instead of push? Shoe laces tied in a knot can be undone, if the problem is approached very calmly with a "let's see what the matter is" attitude. Availability of scrap materials and encouragement in their use, rather than always purchasing new commercial materials, encourages a multitude of ideas in determining uses for material. Would you like an egg carton? How many things could you do with it? Some children and parents enjoy games such as Mastermind, Othello, the Soma blocks, and other shape manipulation and strategy puzzles. These all are type II activities.

Type III enrichment provides for the investigation of real problems, permitting the child to act as a practicing professional. When the child's interest is focused in one area he may need help in formulating a problem on which to work, then need help in finding resource material, organizing it, and producing a product of some kind. It is important that he find an audience for his work. If possible this should not be a contrived one, but one of his peers in this field. The parent, teacher, and librarian can all be involved in this type of activity. An example will better explain Type III. A child who is extremely interested in the environment or in animals may choose to do some intensive work in this area. By questioning and discussion, the child can narrow his frame of reference to a topic which he can handle, such as the destruction of wolves in the Canadian north, or some aspect of this. Then he can sit down and list types of resources; books, magazines, films, organizations, museums, government agencies, special interest groups, and people. Through using these resources he can produce a product which can take the form of a report, a journal article, an exhibit, an experiment, or art work. This product should be designed for use. Perhaps the museum would be interested in a display or an article could be submitted to an environmental newsletter or magazine. The library has directories of newsletters and small periodicals published by special

interest groups. There are also several magazines that will consider children's work, such as Owl, Canadian Children's Magazine, and Chickadee. Submission to a publisher provides a purpose for correcting and editing a piece, or for redoing art work. Plays can be produced for specific audiences such as senior citizen homes, preschool groups, or the local library's Saturday story hour. The role of the parent in Type III enrichment is that of a manager and facilitator, an opener of doors. These three types of enrichment are not sequential; they are interactive and can all be practiced in the home.

School poses other problems, problems with which parents and librarians often have to deal. For many children, entering Grade One can be traumatic. For the first time, many early readers discover that other children do not know how to read or do not learn quickly. These children also learn that the school library collection is often small and limited. Thus, the child must cope not only with limited materials, but also with the plodding efforts of beginning readers and uninspiring primers. Thankfully Dick and Jane have been replaced, but is Mr. Mugs more suitable? The child should be prepared carefully and realistically for school. Otherwise dreams of learning great new things will be shattered.⁸

In addition, the gifted must cope with taming their imaginations and with developing patience. The sense of humor that often develops early in the gifted may not be appreciated by other children or by the teacher. Through continuing use of the public library, the child can have access to many materials and continue to enjoy humor and imagination, and to escape from the mundane world, if necessary.

For parents it may be helpful to know some of the educational jargon and something of the school system itself. Margaret Oppen advises always trying to work with the school system or leaving it alone,⁹ Oppen also suggests that the parents up-grade their own education in order to deal more successfully with the schools and with their own children.

II

SCHOOLS

In some large cities there are various school programs that provide an alternative to the traditional public school. Some of these are private, some religiously oriented, and some are special programs within the public system. A few of these are designed specifically for the gifted and talented. Small towns generally offer much less choice. Even a choice of teachers may be available and worth investigating.

The parents' values and the talents, values, and motivation of the child must all be considered when it is possible to choose an alternative educational situation. The happiest situation is one in which the goals of the school, the values of the parents, and the abilities of the children coincide. Supportive, encouraging, but consistently firm teachers are the most valuable for all children. Any child needs a teacher who can provide enough challenge and encouragement to make him feel worthwhile and doing something important.

School also plays a role as a socializing agency. What is directly taught is often not as important as what Ivan Illich calls the "hidden curriculum".¹⁰ While private schools provide many special advantages, the local public school also provides the child with opportunities to experience the "real" world, to learn to cope with diversity, with independence, and with social knowledge. It is easier, almost always cheaper, and may often be the truly best choice, for the child to go to the local neighborhood school. Very few of these public schools are bad. Most offer a good curriculum, some supportive teachers and some very good ones. The principal is important for the tone of the school, and a change of principal will often make a tremendous difference to the attitudes and emphasis in the school.

Alternative programs within public school systems consist of free school, bilingual programs, fine arts programs, schools with particular religious orientations, and some gifted programs. Often having one of these programs in the school benefits the whole school, even those children who do not participate in the alternative program. More school

board attention is focused on the school; consultants are available, and parental involvement is more obvious. Problems to consider include lunch-~~parents~~ are usually asked to help supervise lunch hours since children come from all over the city; transportation-although the school will usually provide public transport bus passes at reduced cost; play-mates-the possible lack of neighborhood friends.

In high school the problems are different. Some high schools are very large and offer numerous opportunities for streamed classes and various options. Some have work-study programs; some, in the United States, have special early college entrance programs. In the high school years, many gifted teenagers pursue an interest in one special field and will need university facilities or special sports programs. Many gifted are younger than the other high school students and may need help channelling their free time. Swim teams, part-time jobs, and continuing involvement in music or dance may help. A parent registered in a university class may open the university facilities to the young adult.

Because the gifted are often younger than their classmates, parents may feel more secure in enrolling their son or daughter in a smaller high school. Others may feel that because the child is bright and capable, a large school is more suitable because of the many options available. At this age, the teenager's views will have prime importance.

Following are brief descriptions of some school situations available, beginning with examples of preschools and progressing through programs designed specifically for the gifted to some private and alternative public school programs.

a.) Preschool

Preschools and nursery schools fulfill two types of needs: 1.) the child goes to a nursery school or play group part-time in order to learn socialization skills or for companionship, or 2.) parents work and the child is in full or part-time day care. The same considerations apply regardless of the situation. Very young children often must be left with a private person in his home but these questions are relevant for choice of a day-care or nursery school facility or of your babysitter.

1. Is the teacher or care-taker loving, consistent, supportive?
2. Is the place safe and clean with enough space for play, eating, and rest?
3. What toys are available?
4. What food is provided and is it nutritious?
5. Is there a specific program of activities planned and are these appropriate for your child?
6. What discipline methods are used? Are "no's" explained? What are the expectations?
7. What are the fees and hours?
8. How long has the facility been operating?

In the first situation there are a number of community and play school groups. These are usually cooperatives and involve some parent participation. They are often connected in some way with a local church or with the local school, though not supported by the school. Children attend either morning or afternoons two or three times a week. Fees are usually quite low. The best way to find out about them is through your community association or the kindergarten parent group. Co-op play schools can be formed by any interested group of parents who want an organized group of playmates and stimulating group activities for their children. Other private nursery schools provide part-time classes for preschool children.

Full-time day care is more crucial. Working parents need to be able to rely on dependable day care. Nothing can be more frustrating than to have a babysitter call in the morning to report that she is sick, has to take a child to the doctor, or any other disaster. An operating day care center or nursery school has the advantage of always providing staff, of having definite hours of operation, and of notifying you long in advance of any change of schedule or fees or of field trips planned.

However, the questions mentioned above should still be carefully considered. There are some very good day care centers just as there are some very bad ones. Some may be suitable for one child and not for another. Make a personal trip to the center before deciding. Nursery schools such as the Montessori schools, the Centre d'Experience, and the Creative Learning Centre, have accepted the obligation to provide stimulating educational experiences for the child. Good care and supervision are provided but assumed as basic, while emphasis is on learning activities. The use of the name Montessori does not necessarily mean that the school offers a standard type of education. These schools vary widely and the directors of one may have nothing good to say about another. Some stress academic subjects to a large extent and are very structured. Others are more relaxed. Some have better facilities and display the children's work, while others are very drab. For all these schools the fees are usually comparable to those of other day care facilities but often the student/teacher ratio is lower.

A few special schools for preschool age children are listed below. More can be found in the telephone yellow pages under: Nurseries--Day, Schools--Kindergarten, Schools Nursery, Schools--Pre-Kindergarten, and Schools--Private.

CALGARY

Christopher Robin Kindergarten and Preparatory School

215 38th Ave., S.W., Calgary, 243-0365, Miss Violet Haines and Miss Agnes Haines, directors.

This school has been operating for 50 years and provides specialized instruction for children from 3 years to 9 years old. Children progress at their own levels and participate in dancing, dramatics, oral French, swimming, and other sports. Fees are \$125/month for full day.

Creative Learning Centre

132 Lake Tahoe Place, S.E., Calgary, 271-6149

This preschool provides individualized instruction for children from 3 to 5 years old. It operates two-hour sessions approximately three times a week for each group of children.

Montessori School

426 Cliffe Ave., S.W., Calgary, 243-0214

Using a combination of the Montessori method and an Alberta curriculum, this school offers a program for preschoolers through Grade six. Fees are \$1100/school year.

EDMONTONAcacia Montessori

12530 110 Ave., Edmonton, 454-7222, Ms. Zarina Visnani

For children from 2½ years to 6 years old, this school offers a wide variety of activities and Montessori equipment. The children are encouraged to participate but not pushed into academic achievement. Many of the children learn to read early, many do not. The child's interest is the criterion. Two half-time classes and one full-time class are run. There is usually a waiting list. Children's work is displayed in a bright atmosphere.

Centennial Montessori

10738 85 Ave., Edmonton, 439-0827, Ms. Sherman

For preschool through Grade 12, the preschool program uses Montessori methods and equipment. Children are definitely encouraged to read and do mathematics. Little space for large motor activities. Fees are approximately \$1500/year for full-time classes. Half-time classes are also available.

Two other Montessori schools in Edmonton are:

Edmonton Montessori, 8318 104 St. 439-4827

Crestwood Montessori, 9616 143 St. 452-0544

Centre d'Experience Précolaire

8406 91 St., Edmonton, 465-7651

This Centre offers full or part-time day care in French. No English is spoken at all and there is a quota placed on admission of children from English-speaking homes. Facilities are excellent including a fenced play area. A hot meal is provided. The teachers are loving and the children seem very happy. Kindergarten age children are walked across the street to St. Thomas kindergarten for the afternoons. Fees are approximately \$120/month, full-time.

ST. ALBERTLes Tournesols Bilingual Playschool 459-0740

This is a Christian bilingual playschool that offers two half-day classes per week, providing bilingual activities in creative movement and dance, drama, bible stories, and field trips. Fees are \$16/month.

MEDICINE HATMedicine Hat Montessori

2 Ave., and 11 St., S.W., Medicine Hat, 626-7966

This is a preschool for children from 2½ years to 6 years old. Alberta certified teachers are employed, Montessori methods are used.

b.) Programs for the Gifted in Public and Separate Schools

A few school boards in Alberta have operated special programs for the gifted for some time; others are just beginning to develop these projects. The Alberta school boards listed below were contacted and provided information about their classes. Other programs in other schools may also be available or projected. It is best to call your local school board and ask for the Director of Curriculum Planning. Special education consultants may also be available, but they usually deal with the less fortunate. The Curriculum Director will also know if there are any other alternative programs such as second language programs that may be suitable for your child.

Programs for the gifted are usually of three types: 1.) part-time enrichment program in which the children are taken out of the regular class for part of the week for special activities in thinking process development or in some subject area. Children usually come from a number of schools to one location for the program. This is called a part-time pull-out program. 2.) Full-time special classes which are usually centralized and segregated. Children from the district attend classes in a central location doing a combined accelerated and enriched curriculum. 3.) Itinerant teacher services, whereby a teacher travels to various schools to work with special children in resource room situations or to work with the regular class-room teacher to develop special curricular programs for the gifted children. Naturally, there are advantages and disadvantages to each type of program. Full-time segregated classes allow gifted children to associate with other intellectually gifted peers and allow for a great deal of curriculum modification, individualized instruction, special projects, and acceleration. Some feel that the children will become snobbish, be unable to relate to other children, and become too competitive. The centralized location may be inconvenient and there may not be many school or sports activities. Part-time pull-out programs have the advantage of allowing special project work, but keep the child in a regular classroom for most of the

school week. In the regular class the child can interact with his average classmates and pursue regular school activities. Disadvantages include lack of continuity in the enrichment program, fear of missing something at the home school, the necessity of making up work missed, and travel inconvenience. Itinerant teacher services eliminate the travel problems for the students and provide some of the advantages and disadvantages of part-time programs. The itinerant teacher can also work with the classroom teacher to develop special in-class programs. This kind of main-stream emphasis is becoming more popular but some educators feel that the special status of the child is emphasized and becomes too obvious when other children can see the gifted one working on special projects within the classroom.

Radical acceleration has become extremely unpopular and very few school systems will admit accelerating children at all. There are still a few proponents of acceleration such as Julian Stanley,¹¹ who feel that the enrichment programs are a waste of teacher and child time and that the child should be allowed to progress quickly through the curriculum, possibly entering college as early as 12 or 13 years old. Some of the studies of children who were radically accelerated show that they have suffered no more ill-effects than any other child. It is a matter of admitting that the child is different to begin with, and it is futile to try to keep him with his age peers with whom he probably has nothing in common. Those children with I.Q. between 120 to 145 seem to do well in school with minimal acceleration (one year or less) and enrichment, but for those with I.Q. 150+ there are often a great many other factors involved in their educational situations.¹²

Calgary Public School Board

Education Assistance Service for Gifted Children, c/o King Edward School, 1720 30 Avenue S.W., Calgary, 244-9389

Now in their third year of a pilot project that began in 1976, the specialists of the Education Assistance Service are working with 17 schools to provide itinerant teacher services and in-service workshops. The specialists travel to schools in the pilot area and work closely with students and staff to identify the gifted, establish objectives and programs for each child on the basis of psychological assessment, interest inventories, achievement records, and parent and teacher observation, in order to provide appropriate materials and activities and to evaluate the outcome. They also select and maintain a collection of all kinds of resource material.

Camrose School District

6211 48 Avenue, Camrose

The Special Education Department of this school district administers a part-time pull-out program. Students from Grades 2 through 6 spend one-half day per week in special classes developing creative and critical thinking skills and participating in cultural awareness activities.

Edmonton Public School Board

10010 107 A Avenue, Edmonton 429-5621, Adrien Coull, Co-ordinator

The gifted program was begun in 1970 and now consists of a part-time pull-out program for Grades 3 through 6. Children spend one-half day per week in classes to develop creative and critical thinking skills, research and independent study skills, communication and cultural awareness activities. Students are drawn from several schools to designated schools.

Edmonton Separate School Board

9807 106 Street, Edmonton, 429-7631, Don Delaney, Co-ordinator

One itinerant teacher works with upper elementary students in a part-time pull-out program. Children spend approximately two hours/week involved in special projects such as taking the university data processing course with a special class from the public school system. Plans for expansion of the program are underway.

Grande Prairie County

8611 108 Street, Grande Prairie, 532-4491, Gerry Mazer, Co-ordinator

In the planning process of developing a program for Grades K to 6, Grande Prairie is considering several models. At present some special projects are arranged, some limited acceleration is used, and a special arrangement has been made with the college to allow some high school students to take college courses.

Lethbridge School District

433 15 Street S., Lethbridge, 327-4521

The Lethbridge school board conducts workshops and in-services for teachers and arranges some special projects for the gifted. They are interested in expanding their programming for the gifted within the regular class room. In March 1979, in conjunction with the Lethbridge Catholic School District, a workshop was held for classroom teachers to help them develop programs for the gifted in their class rooms.

Lloydminster Catholic School Board

5216 44 Street, Lloydminster, 875-8911, Al Goller, Co-ordinator

Using the Saskatchewan curriculum, Lloydminster is trying to develop a challenge program for some Grade 6 children. They are co-ordinating community activities with school work and special projects.

Medicine Hat School District

601 1 Avenue S.W., Medicine Hat, 526-1323, Fred Cramer, Co-ordinator

This school district is at the proposal stage, outlining alternative models of gifted programming and identification procedures.

Red Deer School District

4747 53 Street, Red Deer, 347-1101, Dr. Hanling, Co-ordinator

Red Deer operates a Challenge Program, a part-time pull-out program. Selected children in Grades 4 and 5 work for one-half day/week for approximately 15 weeks on special projects with a coordinator and volunteers. Resource teachers in individual schools are involved on an informal basis in occasional enrichment activities. Red Deer Catholic Schools also use their resource room teachers occasionally for informal enrichment.

Strathcona County

2001 Sherwood Drive, Sherwood Park, c/o Ed Kostyshen
Fort Saskatchewan Elementary, 9802 101 Street,
Fort Saskatchewan, 998-7771

This part-time Challenge Program operates two half days/week for Grades 4 and 5 gifted children. Creative, critical, and communication skills are developed as are research techniques and cultural awareness.

Willow Creek School Division

Box 1088, Claresholm, 235-3356, Dr. Garnet Miller, Co-ordinator

This school division wishes to keep the gifted in the regular classroom and provide in-service training to teachers. They are building up and distributing a resource collection of enrichment material and studying various enrichment models.

Other programs in Alberta are being developed or piloted in:

Onoway, County of Lac St. Anne, Box 219, Sangudo
 Leduc, County of Leduc, 4301 50 Street, Leduc
 Spruce Grove, County of Parkland, Stony Plain
 Edson, Yellowhead School Division, Box 1570, Edson

Other gifted programs in Canada are:¹³

Chilliwack School District, British Columbia, offers full-time segregated classes for Grades 4 through 7, and special enrichment classes for Grades 8 and 9. Established in 1973.

Peace River South School District, British Columbia, offers a part-time pull-out program one day/week for Grades 3 through 7. Established in 1976.

Regina Board of Education, Saskatchewan, has an itinerant teacher service for Grades K to 12 and is planning an expanded program. Begun in January, 1978.

Saskatoon Public School District, Saskatchewan, has full-time segregated classes for Grades 5 through 8 as well as itinerant service for K through 8. Established in 1932.

Seven Oaks School Division, Winnipeg, Manitoba, has a part-time pull-out program, two hours/week for Grades 4 to 6. Begun in 1975.

Borough of Scarborough, Ontario, has two phases: Phase I is a full-time program for Grades 4 through 8, Phase II is part-time one half day/week for Grades 4 to 9. Established in 1975.

Borough of Etobicoke, Ontario, has full-time central classes for Grades 3 through 8. Established 1955.

Halton Board of Education, Burlington, Ontario, has a part-time one half day/week program for Grades 4 to 8. Established 1977.

Metropolitan Separate School Board, Toronto, Ontario, has a part-time program two half days/week for Grades 5 and 6. Begun 1977.

Toronto Board of Education, Ontario, has Saturday morning classes for Grades 6 to 8 and various decentralized enrichment programs for Grades 5 to 12.

Sudbury Board of Education, Ontario, has a part-time one day/week program for Grades 6 to 8. Established in 1975.

Lincoln County Board of Education, St. Catharines, Ontario, has Saturday morning special classes taught by university staff 3 hours/week. for Grades 6 to 8. Established in 1976.

Peterborough County Board of Education, Ontario, has a part-time decentralized program for K to 8.

Hamilton School Board, Ontario, has part-time programming for Grades 7 and 8. The children attend for approximately one half of the school week. Established in 1963.

London Board of Education, Ontario, has full-time segregated classes for Grades 5 to 8. Established in 1920.

Dartmouth Board of School Commissioners, Nova Scotia, offers full-time segregated class for Grade 4 and 5. Established in 1977.

c) Private Schools and Alternative Public School Programs

Sometimes even with an enrichment program, the regular school program is not suitable for the child or does not meet the expectations of the parents. It is possible to consider alternative programs in some cities and occasionally to establish an alternative program under the auspices of the school board. The public schools in Edmonton and Calgary offer a variety of these programs. In addition, there are some private schools in Alberta.

In considering alternative schooling, parents should note both the advantages and disadvantages of the programs. Besides the socialization, transportation, and lunch problems, there is always the very real possibility that the new program will have other difficulties, different ones than the home school, but problems all the same. Advantages of alternatives in education are flexible choices available, cultivation in the child of a sense of responsibility, and in some cases, the challenge of a new program.

Should you decide to "shop around" for a school you may want to consider some of the items mentioned in the preschool section. These criteria are especially important in selecting private schools:

1. Is the program new? How long has it been operating in toto, how long with the current teachers and their qualifications?
2. What is the teacher/student ratio?
3. What is the philosophy of the school? Is it child-centered, academic, religious?
4. What is expected of the child and what kind of discipline is used?

5. Is movement around the room and within the school encouraged or discouraged?
6. Is the children's work displayed?
7. What kind of facilities are available?
8. What grades are taught, what are the grouping arrangements?
9. Is parental involvement desired, encouraged, required, or discouraged?
10. What kinds of progress reports are given and how often?
11. What kinds of textbooks are used?
12. What kind of library is available and are the children encouraged to use it?
13. What are the attitudes of the children, parents, teachers toward the school and each other?
14. What kind of funding is involved? Are there fees, government grants?
15. What are the lunch and transportation arrangements?
16. Are uniforms required or is there a dress code?
17. What kind of miscellaneous expenses are involved; books, field trips, lab equipment?

Edmonton offers two "free" schools, various second language programs, a fine arts elementary school, two academic junior highs, and one academic high school. Calgary, too, has these optional programs. These charge very minimal fees if any. Private schools on the other hand may be expensive especially if you have more than one child. Uniforms are sometimes required and will be an additional expense.

Second language programs offer the child an opportunity to study another language and learn something of the other culture or of his own ethnic background. These programs are usually offered in select schools and draw children from various parts of the city. The programs can be bilingual (50% English, 50% second language), immersion (95% second language with only English language arts taught), or extended second language (85% English with second language subjects). Studies have shown that children in these programs do as well or better than their peers in regular programs.

Public School Alternative Programs

CALGARY

Calgary Public School Board

515 MacLeod Trail, S.E., Calgary

Calgary Public School Board offers bilingual French programs at three schools for Grades K through 6.

The Saturday School at Hillheerst Elementary started as a school on Saturdays, but now is full-time emphasizing parental involvement and self-discipline.

Parkdale School is listed as an alternative high school.

Logos is a proposed Christian school to operate within the public system. Projected opening date is September 1979.

Calgary Separate School Board

300 6 Avenue, S.E., Calgary

Bishop Carroll High School offers students the opportunity to develop their own school program and to start or complete a course at any time during the year. While not designed specifically for the gifted, the continuous progress plan and independent study may be profitable for these students.

EDMONTON

Edmonton Public School Board

10010 107 A Avenue, Edmonton

Edmonton Public School Board offers French bilingual programs for Grades K through 4 and extended French for Grades 5 through 8; they also offer Ukrainian bilingual programs for Grades K through 4; Cree bilingual program for Kindergarten and Grade One; and a German bilingual Kindergarten. All of these programs are scheduled for expansion at the rate of one grade/year. It is usually possible to enter a bilingual program up to Grade 2 or 3.

Alpha at Inglewood School and Caraway at Garneau are elementary programs started by parents who wanted more involvement with their children's education and release from lock-step curriculum. Emphasis is on the child developing a sense of responsibility for his own learning. Both schools use family grouping plans and claim to have individual instruction based on the child's abilities. Although the philosophy of both schools sounds the same, they operate in different fashions and require different degrees of parental involvement. Both schools should be visited before enrolling your child.

Virginia Park Elementary School has a fine arts emphasis, following the Alberta curriculum but integrating it with development in art, music, and drama.

Talmud Torah was begun by the Jewish community in Edmonton as a private school, but is now under the auspices of the public school board. Hebrew is used for half the school day, French and English for the other half. Children are expected to work hard in academic subjects. It offers Hebrew instruction after school for Junior high students.

Crestwood and Garneau are two junior high schools that were designated as academic schools. They are not called that officially anymore, but the academic achievement emphasis is still prevalent especially at Crestwood.

Old Scona is an academic high school. Few non-academic options are offered and stress is on college preparatory courses--sciences, language arts, Latin. It is limited in enrollment and there is often a waiting list.

Ross Shepherd High School also stresses academic excellence and offers Latin courses. It has an excellent reputation.

M.E. LaZerte High School, while not called an academic school, does offer a variety of programs including individualized instruction modules in some subjects such as physics, extended and involving community courses such as Earthbound, and well-designed humanities courses.

Edmonton Separate School Board
9807 106 Street, Edmonton

Edmonton Separate School Board offers French immersion for Grades K through 6 and a bilingual program for Grades K through 6. They also operate a bilingual high school and offer Ukrainian bilingual programs for Grades K through 5.

Lethbridge Catholic Schools
534 18 Street S, Lethbridge

Lethbridge Catholic Schools offer French immersion programs for Grades K through 4.

Private Schools

CALGARY

The Christopher Robin Kindergarten and Preparatory School
215 38 Avenue, S.W., Calgary 243-0365

This school was described in the preschool section; however, it also offers specialized instruction, individual advancement, and special courses for children up to age 9 or Grade 3. Miss Haines reports that many children at that age are beyond their peers in regular schools. Founded in 1928, the school employs ten Alberta certified teachers. Fees are \$125/month.

Strathcona-Tweedsmuir School

R.R. 2, Okotoks, Alberta TOL ITO, 938-4431

In 1971, the Strathcona School for Boys and the Tweedsmuir Girls' School were combined. The school has classes for Grades 1 through 12 and is located 11 miles south of Calgary on 150 acres. It offers an enriched and broadened Alberta curriculum and small classes. The prime objective is the development of the student to his greatest potential. In addition to academic courses such as French and Latin, clubs for life-time sports are part of the program. White-water canoeing, mountain climbing, and cross-country skiing complement an optional intra-mural sports program. Facilities are lavish, including four science laboratories, library, audio-visual theatre, infirmary, gymnasium workshop and art rooms, skating rinks, playing fields, a golf course, tennis courts, and a pond for canoeing. Fees for this day school are \$1790/year for Grades 1 to 3, \$2050 for Grades 4 to 6, and \$2400 for Grades 7 to 12, plus \$45/month for bus service, and miscellaneous expenses of about \$100/year. Uniforms are required.

Montessori School

426 Cliffe Ave., S.W., Calgary, 243-0214

For children from preschool through Grade 6 this school uses the Alberta curriculum and Montessori techniques. The grade school has 80 students and 5 teachers. Fees are \$1100/year.

EDMONTONTempo School

5303 148 Street, Edmonton 434-1190

Founded in 1965, the school stresses development of academic and cognitive skills and basic knowledge for Grades 1 to 12. It presents an academic core curriculum with small classes but no individualized instruction, although teachers will give some extra help where needed. Classes run from 9 a.m. to about 1 p.m. and are scheduled in 25 minute blocks for young children, up to one hour blocks for the older ones. No art, music, or P.E. are taught. Social Studies is replaced with history and geography. There is no library and the director feels that one is not necessary because of the structure of the school and the availability of home and public library resources. Teachers are subject specialists and rotate through the classrooms. Entrance exams and uniforms are required. Fees are approximately \$1100/year for the first child and \$800/year for each additional child in the family.

Centennial Montessori School

10738 85 Avenue, Edmonton 439-0827

For preschool through Grade 12, this Montessori school offers a free and permissive environment aimed at developing the child's individuality. The teacher's role is that of guide and the children are allowed to choose their own activities and proceed at their own pace in

mixed age classes. There is an extremely small collection of supplementary books and materials for the grade school children, but these are supplemented by use of the public library. There are about 8 students in the Grade 7 to 12 range, Fees are about \$900/year.

St. John's School of Alberta

R.R. 1, Stony Plain, 429-4140

Basically a Christian boys boarding school for Grades 9 to 12, the school offers religious instruction but believes acceptance is a matter of individual choice. Stress is on acquisition of basic education and thinking skills before progressing to higher levels. The outdoor education and sports program is a necessary and integral part of life. Cross-country snowshoeing trips, canoe trips, and wilderness biking are mandatory, as are participation in maintenance and chores. The goal is to help the boys to get in touch with themselves through closeness to nature and to develop a sense of adventure. Uniforms are supplied by the school. Fees are approximately \$2550 for room, board, and tuition/year and \$650 for clothing, allowance, equipment, and books.

Waldorf School Association of Alberta

c/o Don Cruse, 489-0919

Attempts are being made to start a Waldorf School in Edmonton. This type of school views the teacher as a guide and mentor leading the child to develop his full potential.

III COMMUNITY RESOURCES

Although school takes up the major part of the child's day, after school activities play a valuable role in providing opportunities for the child to expand his learning, to pursue special interests, and to operate at his own competence level. He has the opportunity to make new friends of many ages with like interests. One danger can be filling the child's time completely with "lessons". Gifted children, like all children, need time to play and relax, to read for enjoyment or to watch t.v., or to do absolutely nothing. Often they enjoy each individual activity but their time becomes so full that they lose the initiative for keeping themselves busy and come to rely on structured experiences.

Non-school activities and resources can fall into two classes: organized lessons which require registration and fees, such as music, dance, swim lessons, drama classes, pottery classes, hockey teams, and Boy Scout/Girl Guide activities. For these things you set aside specific times and days and plan as regular occurrences. The second group includes free films at the library, museum programs, visits to the zoo, art gallery, and planetarium.

Lessons can be a definite problem as well as a valuable activity. Some children seem to want to try everything, only to tire of it after a short time. The parent's dilemma is then to decide what should be pushed to completion and what should be ignored. Finding a music or dance teacher for your child may be very simple, or very difficult. Sometimes little choice is available. Some teachers may be very good for beginning pupils but not suitable for advanced students. Consider:

1. What is the teacher's attitude toward the child?
2. Where was he trained?
3. Is he demanding or too lax?
4. Are all efforts aimed at an end-of-the-year concert?
5. What kind of techniques are used?

6. Does the child understand that much practice will be necessary before he achieves a competent level of skill? Many children are disappointed to discover that they cannot perform at a professional level immediately, not realizing the years of hard work necessary even for one with a special talent.
7. What type of instrument is suitable for the child?
8. Is he aware of the wide range of instruments available, including the human voice?

The most comprehensive and widely known type of music instruction is the Suzuki Method which is available in both Calgary and Edmonton. It is based on the idea that the child is capable of learning music at the age of 3 or 4. Violin is usually the beginning instrument for a 3 or 4 year old. Reading music comes later.

Other teachers can be located through the telephone directory, but it is wise to check with friends who have taken lessons or to contact the Alberta Registered Music Teachers' Association (Edmonton 434-8828). Contacting music departments of various colleges and universities can also prove rewarding in terms of special programs available and recommendations of student teachers. For example, Alberta College in Edmonton offers a special program in music training for 4 to 7 year olds. The University of Alberta has a MELAB through the Music Education Laboratory for Grade 7 children who are interested in learning to play an instrument. Alberta Culture sponsors summer music workshops for serious music students 13 years and older, and summer chorus workshops. These are held in Camrose and recommendations are required.

For dance teachers you can contact Alberta Professional Dance Teachers' Association (Edmonton 483-8410) which deals with many forms of dance, including many ethnic dance styles. Lessons in gymnastics, acrobatics, and drama are all possible enrichment activities. Swimming can become an engrossing activity when approached through one of the swim clubs. These offer high quality coaching and competitive meets for racing or for synchronized swimming. The children have to work very hard and parent involvement is usually required. The same is true of gymnastic clubs, especially those which train their members for

competition. Swim clubs can be discovered through posters at the local swimming pools, gymnastics groups through the phone book. Organizations such as the Girl Guides and Boy Scouts offer activities inexpensively and offer good programs in many areas. They provide opportunity for children to learn social skills, meet neighborhood friends, and approach activities at their own ability levels. The packs are usually mixed age groups with differing ability levels. The program is structured in such a way that all the children can participate, but opportunities are there for leadership, organizational ability, and achievement.

For learning another language, other than the school bilingual programs, there are many churches which offer Saturday and Sunday language classes. Ethnic groups such as Canadian Arab Friendship Association offer courses in their languages. There is also the Berlitz School of Languages. Fees are approximately \$475 for 80 45 minute lessons. Lessons are usually taught in three hour blocks. Semi-immersion courses are offered during the summer for approximately half price. Basic courses offered are in English, French, German, Italian, and Spanish.

Other community resources are more difficult to find: the numerous places to visit and the various cultural activities. Two major sources of information are the local newspapers and the telephone directory. Listings of operas, ballet performances, musical appearances, symphony, movies, lectures, special museum/library/planetarium/university programs, and live theatre all appear in newspapers. The Edmonton Journal, like many other papers, has special "what's happening" columns, small town newspapers also list most cultural events and opportunities.

The telephone book is one source of information that is almost always overlooked. With some persistence and imagination a great deal of information about community resources can be gathered from the yellow pages. Parents and librarians in small towns in particular should not overlook this valuable source. Phoning some of the companies listed may reveal opportunities for investigation into some special interest area.

Unfortunately, the subject headings do not seem to be standardized throughout Alberta. Subject headings to try and examples of listings for a few Alberta towns follow. It was impossible to list all the possible resources for each area so those listed are just examples. Small businesses and agencies may provide interesting experiences. Phoning first to find out if visitors are welcome and at what hours and explaining the purpose of the visit will encourage the directors to be more helpful. Public facilities especially in small towns also tend to have irregular hours, but the curator or directors can also supply much unadvertised information about their subject fields. People in general are often valuable resources. Some cities such as Vancouver and Edmonton have excellent books published about places to go and things to see. For all parents in Alberta, Kidmonton published by Tree Frog Press is highly recommended as a source of valuable information. Although it deals primarily with Edmonton, much of the information is applicable in other places. Among listings of places to go and people to contact is a valuable chapter called "The Printed Word" which lists publishers who will consider children's writing. A list of awards and contests and a list of clubs are provided.

In Calgary, the Calgary Education Resource Group has formed a loose alliance of 12 institutions to provide professional and volunteer specialists, flexible learning settings, and consultant services. They try to give the children multisensory hands-on experiences in small group settings. The 12 groups are listed further on.

Useful headings from the telephone directory are:

air line companies	booksellers
aircraft--charter	ceramic arts
aircraft flying schools	clubs
airports	dance
architects	electronics
art galleries	music
artists	newspapers
arenas and athletic parks	nurseries (plants)
associations and societies	pottery manufacture
bisquit company	printers
boat manufacturer	riding academy
bookbinder	weaving supplies

Some of the art galleries, museums, and colleges in Alberta outside of Edmonton and Calgary are listed:

Art Galleries

Prairie Gallery Society, 10130 99 Street, Grande Prairie
 Upstairs Downstairs Art Gallery, 10128 Richmond Avenue, Grande Prairie
 Candler Art Gallery, 5013 46 Street, Camrose
 J. B. Graphics Design Studio, 5016 48 Street, Camrose
 Allied Arts Council, 5001 50 Avenue, Lloydminster
 Carlson's Art Room, 518a 4 Avenue, S.E., Medicine Hat
 GO Graphics Design Studio, 34 3 Street, N.E., Medicine Hat
 National Exhibition Centre, 1302 Bomford Circle, S.W., Medicine Hat

Colleges and Universities

Grande Prairie Regional College
 Reeves Business College, Lloydminster
 Keyano College, Fort McMurray
 Red Deer College
 University of Lethbridge
 Lethbridge Community College
 Medicine Hat Community College

Museums

Brooks and District Museum, 568 Sutherland Drive, Brooks
 Peace River Centennial Museum, Peace River
 Barr Colony Museum, Weaver Park, Lloydminster
 Reynolds Museum, 4202 57 Street, Wetaskiwin
 Jasper Yellowhead Historical Society, Jasper
 Multi-cultural Centre, 5411 51 Street, Stony Plain
 Medicine Hat Historical Foundation, Medicine Hat
 Hanna Museum, Hanna
 The Homestead, Drumheller
 Natural History Museum, 112 Banff Avenue, Banff
 Innisfail Museum, 52 Avenue and 42 Street, Innisfail
 Newcastle Coalminers Museum, 5 Dinosaur Trail, Drumheller
 Pask-a-poo Park, 5620 51 Street, Rimbey
 Red Deer and District Museum and Archives, 45 Street and
 47a Avenue, Red Deer
 Stettler Town and Country Museum, 6302 44 Avenue, Stettler
 Galt Museum, 1 Street and 5 Avenue, S., Lethbridge

CALGARY

The Calgary Eco Centre, Old "Y", 223 12 Avenue, S.W., Calgary
223 12 Avenue S.W., Calgary

The centre provides environmental information and education in order to provide a better understanding of the natural environment. They offer speakers, field trips, extensive reference files, and a supervised study room. They will provide information, help with selection, and discussion of various issues with people including children working on special projects.

The Devonian Group
901 10 Avenue, S.W., Calgary

The group provides school visits with ten programs on natural history and zoology, travel slides with artifacts from the South Pacific and the Kalahari Desert, and rare and endangered species slides. Field trips are also provided. One member of the group, Tom Baines, has a pet snake.

Fish Creek Provincial Park,
Box 8127, Station F., Calgary

This park has school programs for all grade levels on pioneers and natural history. It also provides ranch tours in conjunction with Bow Valley Ranch. It is located south of Calgary and is open to the public.

Fort Calgary
750 9 Avenue, S.E., Calgary

Open to the public year-round, the fort also provides special programs for groups, especially for school children. The exhibits recreate early Calgary history and the history of the RCMP in Alberta. One particularly interesting program is that designed for junior high children. It involves building a small log fort, hauling the logs, digging trenches, and standing the logs up. The second part of the program encourages the children to prepare and notch a log for a real log cabin using authentic early tools and placing the log in position on a slowly growing cabin.

Glenbow Museum
9 Avenue and 1 Street, S.E., Calgary

There are three exhibition floors with emphasis on Western Canadian art and history. They provide special programs for children on world ethnology, art history, Indians, Eskimos, and surveys called "The Pursuit of Man's Past". The Archives may be used by the public including properly supervised children.

Heritage Park

1900 Heritage Drive, S.W., Calgary

This 60 acre park is open year round offering special tours, sleigh rides in winter, horse drawn carriages, paddle-wheel boats, and the one room schoolhouse, which may be booked by groups. Other items of interest in the frontier town are the granary, early pioneer home, church, hotel and blacksmith shop. Print shop tour is also available.

Muttart Gallery

Memorial Park Library, 1221 2 Street, S.W., Calgary

The work of emerging professional and dedicated amateur visual artists is exhibited here. Informal tours with or without a guide are available.

Calgary Zoo

St. George's Island, Calgary

In addition to viewing the animals in their cages and on their islands, the zoo will provide extensive information about their operation and unusual tours such as a visit to the zoo commissary where you can view the hygienic conditions and the preparation of some of the 52,000 pounds of meat consumed annually by the inmates.

Sam Livingstone Fish Hatchery

1440 17a Street, S.E., Calgary

The guides here will explain the development of the hatchery, show the visible equipment, and provide films and tours of the exhibits of native Alttartan fish species. February to June is the best time to visit but the facilities are open year round.

Calgary Centennial Planetarium

701 11 Street, S.W., Calgary

Besides their star shows, the planetarium has numerous special projects including aircraft construction and restoration, classes in amateur telescope making and displays of model railroading, galaxy clusters, a nebulae wall, and a "Path through the Universe" display. A museum specializing in history of man in flight and live entertainment in the Pleiades Theatre are also available.

Two other members of the Educational Resource Group are:

Inglewood Bird Sanctuary, 9 Avenue and 23 Street, S.E., Calgary
 Alberta College of Art, S.A.I.T. Campus, 1301 16 Avenue, N.W., Calgary

Also, in Calgary, but not part of the organized resource group are:

The Devonian Gardens, a unique 2.5 acre enclosed park in the centre of Calgary. It contains more than 20,000 plants of 138 varieties in sun gardens, quiet gardens, and a children's play area. There are pools and a skating rink in winter. Since this park is 46 feet above street level over retail stores and restaurants, the floors carry substantial loads and are water-proof. Ventilation and humidity are controlled. The steel, aluminum, bronze, and clear glass rise 24 feet.

The Calgary Tower is 625 feet high and weighs 12,000 tons. There is a rotating restaurant, observation terrace, and lounge. The stairway contains 762 steps.

Culture groups include: Calgary Philharmonic Society, Philharmonic Youth Orchestra, Sweet Adelines, Calgary Choral Society, Calgary Concert Band, Calgary Theatre Singers, Theatre Calgary, The Workshop Theatre, Five Corner Productions, The Performing Arts Society, Bow Valley Painting Group, Alberta Society of Artists, Calgary Sketch Club, Alberta Handicraft Guild, and Artists and Craftsmen Association.

EDMONTON

Provincial Museum and Archives

12845 102 Avenue, Edmonton

Major exhibits display pioneer artifacts, Indians and the fur trade dinosaurs, natural habitat animal displays, steam power, geology. Travelling exhibits also appear and the museum has films, craft demonstrations, cultural heritage performances, and monthly children's activity classes. The Archives contains photos and documents covering Alberta history.

Fort Edmonton Park

Whitemud Road, Edmonton

The park contains a replica of the 1846 Fort patterned after the Hudson Bay trading post, a real steam railway recreating the 1902 Edmonton, Yukon & Pacific, and a growing town divided into streets representative of various eras. 1885 Street is complete. Others projected are 1905, 1920, 1947, and a street of the future. The operating print shop, bakery, market, and horse-drawn wagons provide interesting experiences.

John Walter Site

10627 93 Avenue, Edmonton

Located in Kinsmen Park, the remains of Walterdale is now a museum open to the public during the summer and offering a pioneer crafts program for school children during the winter. Candle-making, carding

wool and spinning, making ice cream, making butter, and doing chores are activities in which the children participate.

John Janzen Nature Centre

West of Quenell Freeway near Fort Edmonton

To provide a better understanding of Edmonton's natural history and surroundings, the centre is open year round with nature displays and nature walks with a naturalist.

Alberta Game Farm

14 miles east of Edmonton on Highway 14

This unusual zoo features hoofed animals, carnivores and birds and is a large 1400 acre sanctuary for wild animals threatened with extinction.

Valley Zoo

134 Street and Buena Vista Road, Edmonton

Now being expanded, the Storyland Valley Zoo has a wide variety of animals in "cute" settings, as well as more natural settings for the larger animals. The little train ride is fun and hayrides or sleigh rides can also be arranged.

Queen Elizabeth Planetarium

13831 114 Avenue, Edmonton

Opened in 1960, this planetarium was one of the first of its kind in Canada. The Star Theatre has numerous guided tours of the stars or explanations of the stellar phenomena. Questions are welcomed and the guide will show you the star projector, a 32 piece optical system. Astronomy courses are held. Children under 6 are not usually permitted.

Muttart Conservatory

98 Avenue and 96 A Street, Edmonton

Four pyramids recreate different environments for various kinds of plants. The Tropical House maintains temperatures between 28° and 33°, the Arid House is also warm but very dry for the cactus, the Temperate House has plants from 9 different forest areas, and the Show House has different displays every month and a half. The pyramid structure is unique. Horticultural information is provided.

Legislature Building

109 Street and 97 Avenue, Edmonton

Tours are usually provided for school classes, but the building is open to the public, including the library and portrait gallery. You can also visit when House is in session.

Vista 33 AGT Tower

100 Street and 100 Avenue, Edmonton

Besides providing a panoramic view of the city, Vista 33 also has a small museum housing the permanent exhibit "Man and Telecommunications" which provides lots of hands-on activity. Other special exhibits sometimes appear.

Multi-cultural Centre

5411 51 Street, Stony Plain

Basically a gallery, displays include pioneer artifacts and changing art displays. Special events and classes are also held.

Other museums in Edmonton are:

Aviation Hall of Fame, Law Courts Building, Edmonton
 Fort Saskatchewan Museum and Historic Site, 10104 101 Street,
 Fort Saskatchewan
 George McDougall Shrine, 101 Street and 100 Avenue, Edmonton
 Rutherford House, 11153 Saskatchewan Drive, Edmonton
 St. Albert Museum, 3 St. Vital Street., St. Albert
 Ukrainian Arts and Crafts Museum, 10611 110 Avenue, Edmonton
 Ukrainian Canadian Archives and Museum, 9543 110 Avenue, Edmonton

University of Alberta

89 Avenue and 114 Street, Edmonton

At the University of Alberta there are numerous exhibits and buildings that are open to the public and may be of some interest to children. These are:

The Historic Costume and Textile Study Collection, Faculty of
 Home Economics
 The University Map Library, Tory Building
 Computer Center, General Services Building
 Computer Assisted Instruction Laboratory, Education Building

N.A.I.T., Northern Alberta Institute of Technology

11762 106 Street, Edmonton

N.A.I.T. also offers many facilities and some courses for children, notably their summer physical education course which introduces children to a variety of sports activities.

Cultural Groups include: DaCamera Singers, Columbian Choirs, Edmonton Chamber Music Society, Edmonton Classical Guitar Society, Edmonton Jazz Society, Edmonton Youth Orchestra, Edmonton Opera Association, Edmonton Symphony, Universal Folklore Society, Edmonton Art Club, Edmonton Art Gallery.

The Extension Library

University of Alberta, Edmonton, Alberta T6G 2J4

One of the most valuable resources for parents and gifted children is the library. Both Calgary and Edmonton have large public libraries with numerous branches. For small town and rural dwellers where there is not adequate library service (with the exception of Parklands and Yellowhead Regional areas), the Extension Library will provide service by mail. The collection includes books on all subjects, but not magazines or journals. The library will also attempt to supply information or answer questions on any subject. If the information can not be supplied through the library's own collection, inter-library loan services can be used. On request the Extension Library will send you information, application forms, and booklists. If you desire, you can have the librarians select books for you in your fields of interest and at any reading level. These can be mailed at regular intervals. There is no age limit so gifted children can have their own cards and receive books on any subject at their own reading level. For application forms and further information contact The Extension Library.

IV

BOOKS AND ARTICLES

These materials are arranged in several categories. Some are general, some specific. Some are personal statements by those who are gifted or who work with the gifted. Others are useful for enrichment activities. Although recent materials have been emphasized in this section, there are a few older books included simply because these present relevant material in a comprehensive and expressive manner. Many of these older works are cited in more recent material and cannot be dismissed because of a pre-1970 copyright date. The older ones also provide retrospective bibliographies. The launching of Sputnik in 1957 provided the United States education system an impetus to establish projects to exploit scientific and mathematical ability. A spin-off of these projects was a large amount of research on the gifted; hence there were many books published in the 1960's on the gifted child. Some of these are still relevant, but many describe model educational programs that have since ceased. It would be impossible to list all the material available, especially in the education field. Those that express the major concepts have been chosen for inclusion. The organizations listed in Section VII can provide more extensive or specialized reading lists.

a) Reference Material

In beginning research on any topic, it is often helpful to start with general overview of the subject. Sometimes, too, these overviews and state-of-the-art summaries are helpful checks for forgotten points or reminders of basic ideas. Only one bibliography is listed in this section. Other retrospective and current ones can be found in many of the books.

Two indexes that are a definite help in finding material on the gifted are The Reader's Guide to Periodicals and The Canadian Education Index. These are not listed further but will be familiar to the librarian. The periodicals listed in those indexes are also generally available. The ERIC Clearing House contacted through the Council for Exceptional Children (see Section VII) or through an automated search provides even more material.

Encyclopaedia Britannica. 15th ed. Chicago: Encyclopedia Britannica, 1978.

This set contains excellent articles on the gifted. It summarizes and refers to the work of Terman, Calton, and Hollinsworth, providing a comprehensive overview of current and historical theory.

Encyclopedia of education. New York: Philosophical Library, 1970

The short dictionary article contains a brief bibliography dealing with gifted children. See pp. 309-311.

Encyclopedia of educational research. 4th ed. Toronto: Macmillan, 1969.

In this volume, the article on "Gifted Children" is written by James J. Gallagher, an outstanding specialist in this field. The article is descriptive, objective, and provides a review. It discusses the highly creative, the talent loss (underachievers and disadvantaged), and program adjustments (enrichment vs. acceleration). It contains an extensive bibliography and was published as a project of the American Educational Research Association.

Yearbook of special education, 1977-1978. 3rd ed. Chicago: Marquis Academic Media, 1977.

Entitled "Education of the gifted and talented: a brief report on the state of the art", the article begins with a review of the Marland Report (Education of the gifted and talented: report to the Congress of the United States by the United States Commissioner of Education, October 6, 1971). It covers policy recommendations, funding, and United States projects. Other chapters deal with the importance of identification, teachers for the gifted, and organizations and federal offices with current addresses. There is an outstanding bibliography in each section.

Start, Ann, Comp. The gifted child, a select annotated bibliography. Windsor, Birks., England; National Foundation for Educational Research in England and Wales, 1972.

This includes both American and British books and journal articles. It is arranged topically under definition, identification, description, underachievement, and programmes. An author index is appended. The latest publication date is, of course, 1971.

b.) Classic Studies

One cannot have even a nodding acquaintance with this subject without noting familiar names and studies. These are mentioned in the literature so often that it would be gross negligence to exclude them. Much of this material is out of print, but large libraries, especially university libraries will have access to them.

Cox, Catherine M. Early mental traits of 300 geniuses. Vol II of Genetic studies of genius. Stanford, Calif.: Stanford University Press, 1926, 1953.

This volume of Terman's studies is annotated separately because it is almost always cited under the name of Cox. The author tried to calculate objectively the I.Q. of recognized geniuses, based on their biographical information. That is, she tried to "estimate the I.Q. that would most reasonably account for the recorded facts" (viii). Method, subjects, I.Q. estimate, and analysis are included along with the most interesting case studies, not all of whom are geniuses according to their I.Q. scores. The cases range from 100/110 I.Q. (Copernicus) to 190/200 I.Q. (John Stuart Mill).

Genetic studies of genius. Ed. by Lewis M. Terman, Stanford, Calif.: Stanford University Press. Vol. IV The gifted child grows up, 1947 Vol. V. The gifted group at mid-life, 1959

Both volumes provide the basic background to Terman's longitudinal studies which began in 1921. Volume IV tells how the subjects were chosen and why. The last chapter summarizes the statistics from the previous chapters and gives the general findings when the group was about 35 years old. Vol. V presents the data obtained in the field and follow-up studies that were completed in 1955. At that time the subjects were 45 years old. One of the most interesting chapters deals with women's careers and includes the case study of a woman with an I.Q. of 192 who bore three sets of twins. Like the previous volumes, this also contains a bibliography.

Getzels, Jacob W. and Philip W. Jackson. Creativity and intelligence; explorations with gifted students. London: Wiley, 1962

The basic hypothesis of this study is that there is no correlation between high creativity and exceptionally high I.Q. The authors selected two groups: 26 highly creative students and 28 highly intelligent students. It is interesting to note that of a school population where the mean I.Q. of the 533 students was 132 with a standard deviation of 15, only 54 students were found to be high in creativity but not so high in intelligence or vice versa. Students who were high in both traits and students who were high in these and other qualities were excluded. While this provided better control of variables it seems that the selection process itself may have invalidated the results. The book is recommended highly by authorities in the field.

Goertzel, Victor and Mildred. Cradles of eminence. Toronto: Little, Brown, 1962.

The authors discuss 413 outstanding persons of the 20th century. The bibliography and biographical notes are useful; for searching out more things to read about famous people.

Jacobson, Arthur C. Genius, some revaluations. London: Kennikat Press, 1926, 1970.

The introduction to this book states: "Ironically enough it is in the outcast, disinherited, vagabond, criminal, defective, insane, and generally abnormal elements of humankind that genius germinates, never in the well-bred, eugenically speaking, Right Wing of the race." Jacobson lists all the things wrong with geniuses and their families, even to "those who might be interested in a discussion of psychopathic elements in the ancestry and immediate family of Jesus..." This could be a valuable check for those families who are intent on making their children geniuses.

Laycock, Samuel. Gifted children. Toronto: Copp Clark, 1957.

Although now out of print, this is one of the few Canadian texts in this area. It provides a survey of types of education possible for the gifted. Arguments for and against acceleration, special grouping, and enrichment are included along with a bibliography.

Lombrose, Cesare. The man of genius. London: Walter Scott Publishing, 1910.

This classic work was responsible for reviving interest in the gifted, for the author states that "the giants of thought expiate their intellectual force in degeneration and psychoses" (vi). The chapter headings are descriptive of the author's theme: genius and degeneration,

latent forms of neurosis and insanity, genius and insanity, causes, climatic influences, and case studies. The last chapter does cover the "sane man of genius" but it is subtitled "their unperceived defects". Like Jacobson, he believes that genius is unnatural, a cerebral cortex irritation. This is, however, one of the most famous studies of insanity and genius.

c.) General Surveys of the Gifted, primarily for Parents

American Association for Gifted Children. Guideposts for parents, teachers, administrators, and gifted children. 1972. Pamphlets, currently under revision. Free from publisher.

These four pamphlets are written by Ruth Strang, well-known in gifted child study. They provide a concise summary of points for consideration in each area, and include one of the few things written more specifically for gifted children themselves.

Bernal, Ernest and Paul Torrance, eds. They shall create: gifted minority children (tape cassette). Reston, Va.: Council for Exceptional Children. nd. 60 min.

This discussion of how the Mexican American community identifies and perceives the gifted includes an overview of talent and giftedness along with readings and comments on poetry and prose by Black and Mexican American youth. Primarily applicable to the United States, the comments on minority group perceptions may provide a valuable perspective for Canadians.

Bridges, Sydney. I.Q.--150. London: Priory Press, 1973.

This is one of the best discussions of the gifted. It includes dealing with more than one gifted child, individuality, appreciation of each child, and signs to look for that show unconscious bias toward one child. It stresses appreciation of the fact that children are different than parents expect them to be. It also gives very valuable advice on how to prepare the gifted child for school: not to raise his expectations of learning something new, but teaching him that he must learn to deal with the other children who will probably not know how to read and write. Discussion is complemented by short examples and stories.

Carroll, Herbert A. Genius in the making. New York; McGraw-Hill, 1940.

This old discussion of giftedness is interesting for its examples from the lives of famous people and the inclusion of a biographical sketch of a typical intellectually gifted child.

Coffey, Kay et al. Parentspeak on gifted and talented children.

Ventura, Calif.: National/State Leadership Training Institute on the Gifted and Talented, 1976. \$2.25 U.S. from the publisher.

Written by six parents, this covers a variety of subjects including reasons for special attention for the gifted, ways to organize parent groups, 20 hints for home life, and community programs. The appendix contains an outline of qualities of the gifted, a table of mini-courses offered in San Fernando Valley, and a description of community resource suggestions.

Delp, Jeanne L. and Ruth Martinson. A handbook for parents of gifted and talented. Ventura, Calif.: National/State Leadership Training Institute on the Gifted and Talented, 1976. \$3.45 U.S. from the publisher.

This handbook discusses the neglect of the gifted and alternatives such as education outside school, flexible school schedules, resources for parents and children, and organizing a parent group. Eight pages of resource lists are appended including addresses of relevant organizations and a bibliography.

Fine, Benjamin. Stretching their minds. New York: Dutton, 1964.

Although focused on the class programs at Sand Point School, it does have a chapter on advice to parents, warning of pressures. The author emphasizes "if a parent shows his child that knowledge can be pleasant, exciting, useful, rewarding, a source of pride and joy--the parent is doing the most essential of all educational jobs" (224). There is a basic summation of child raising trends and enrichment: encourage self-reliance, teach the child to listen attentively and to follow directions, provide a reading environment, answer questions or help him to answer his own, and help him to expand his vocabulary and express ideas orally.

Fortna, Richard O. and Bruce O. Boston. Testing the gifted child: an interpretation in lay language. Reston, Va.: Council for Exceptional Children, 1976.

This provides a concise explanation of IQ tests, what they do and do not measure, normal distribution curves, and descriptions of specific tests and their subtests and scoring methods. Six of the most common tests are covered.

Hollingworth, Leta S. Children above 180 I.Q. Stanford-Binet: origin and development. New York: Arno Press, c1942, 1975.

Brief family and child histories of children over 180 I.Q. are related. The last chapter "General Principles and Implications" contains many still pertinent ideas, especially those on the development of personality and physique, the tendency to become isolated, problems of play, adjustment to school, and the problem of "learning to suffer fools gladly". The years between four and nine are probably the most likely to be difficult, but as the child advances in school, he can achieve more control and has access to a wider range of possible peers. The author believes that high school usually provides adequate programming for those with an I.Q. of 130 - 150. In general, she believes that this group has the best chance at adjustment, but those scoring 150+ will find no program suitable. Also discussed are the problems of always being the smallest one in a group, discipline, excessive arguing, and the advantages of early recognition.

Khatena, Joe. The creatively gifted child: suggestions for parents and teachers. New York: Vantage Press, 1978.

According to the Gifted Child Quarterly (summer 1978), this is the "thinking parent's handbook". It is not a mixture of pap and pabulum like most others but provides "lucid and fluent handling of profound material." It is strong on what may be done in the family for gifted children and contains chapters on changing concepts of intelligence, home activities, problems, and creative development. It is highly recommended, and written by the president of the National Association for the Gifted.

Kaufmann, Felice. Your gifted child and you. Reston, Va.: Council for Exceptional Children, 1976.

Written for parents who wish to encourage their child's creativity and interests, this booklet also includes guidelines for identification, problems, cultural differences, learning difficulties, and suggestions for organizations. A list of state organizations and a brief bibliography are included.

Linton, Marilyn. "The plight of the bright." Homemaker's Magazine 13:6-20, April 1978.

A parent provides a brief concise summary of issues parents face by having a gifted child. She mentions boredom in school, tactlessness, questioning, dealing with teachers unoffensively, and considers qualities of teachers of the bright. No original material is included but the article provides a psychological lift in seeing this type of excellent coverage in a popular magazine. Homemaker's Magazine, 2300 Yonge Street, Toronto, Ont. M4P 1E4.

Love, Harold D. Parental attitudes toward exceptional children. Springfield, Ill.: Charles C. Thomas, 1970.

One chapter is devoted to the gifted and provides definitions, statistics, and advice to let the child develop. Encouragement of intellectual exploration and the desire for learning are also stressed. The author discusses gifted with learning disabilities, underachievers, and provides opinions of gifted students about the school curriculum. It is well-documented and contains a bibliography.

Maker, C. June. Providing programs for the gifted handicapped. Reston, Va.: Council for Exceptional Children, 1977. \$6.50 U.S. from the publisher.

The CEC catalog states that this "looks at potential rather than demonstrated talent among the handicapped. Specific suggestions are presented for conducting effective programs. Resource section lists programs, schools, agencies, people, and publications."

Parker, Margaret. The joy of excellence. Kaslo, B.C.: Kootenay Centre for the Gifted, 1975. \$5.00 Canadian from the publisher.

The author is the founder and director of the Centre and writes from her own extensive research and experiences with the gifted. The book summarizes current thinking in the field with a definite bias toward rapid acceleration. It provides a clear introduction for Canadian parents, and a valuable overview of "survival" techniques.

Pickard, P.M. If you think your child is gifted. Hamden, Conn.: Linnet Books, 1976.

The introduction describes the formation of the National Association for the Gifted in the United Kingdom, then continues with a survey of what is happening in Britain, illustrated by stories about parents and children. The first part of the book provides an interesting history of education, describing how only gifted boys were educated until 1872, the start of public schools and colleges in England.

Seagoe, May V. "Terman and the gifted." Education Digest 38:51-53, September 1972.

This brief biography of Lewis Terman describes his life as a gifted child and provides a very short summary of his work.

Sisk, Dorothy A. "What if your child is gifted?" American Education 13;23-26, October 1977.

This is a discussion of identification of the gifted, as well as advice on steps to take in talking to teachers. The author warns that only 4% of the gifted in the United States receive special services of any sort. The types of programs possible are special classes, resource room use, independent study programs, advanced placement, and mentorships.

Strang, Ruth. Helping your gifted child. New York: Dutton, 1960.

This work is highly recommended for parents, especially if a new edition is published. The author also wrote the guidelines listed under American Association for Gifted Children. Generalizations are avoided, individuality stressed. The emphasis in discussing emotional needs is on how these differ from those of the average child. Educational problems and influences on development are also covered.

Vernon, Philip E., Georgina Adamson, and Dorothy F. Vernon. The psychology and education of gifted children. London: Methuen, 1977.

Integration of educational considerations with basic psychology provide the kind of information which will be useful for teachers and parents. It contains a summary and critique of the Terman studies and other major studies and trends, such as Wallach and Kogan's work with divergent/convergent thinking, and Torrance's research. Vernon believes that the most difficult ages for the gifted are from 8 to 15 when the child must cope with a regimented school system. There is also a chapter on home up-bringing and acceleration. An excellent bibliography is included.

d.) Personal Statements and Philosophy

Deakin, Michael. The children on the hill. London: Andre Deutsch, 1972.

A father describes his and his wife's child-raising "process" based on Montessori methods and a special idea "that in the development of the mind there are certain periods of sensitivity when briefly...the mind is prepared to accept and digest a new piece of information; when, as it were, the doors of perception are open" (42). It is easier to learn at this point and may be difficult or impossible later. Maria Deakin believes that taking advantage of this idea is a necessity and requires the full attention and sensitivity of the mother, as well as a prepared serene environment. The children are talented in different areas. Their social problems may be due to the isolated Welsh hill environment and the total devotion which they have received.

Feinberg, Karen. "Growing up gifted." Gifted Child Quarterly 14:172-173, Autumn 1970.

A gifted child emeritus relates her thoughts and memories of growing up. She includes some advice to other gifted children: be patient, life gets better as you get older, be true to yourself, and there is value in contentment and self-assurance. She says, "I have spent much of my life in learning to come to terms with the existing system."

Grost, Audrey. Genius in residence. Englewood Cliffs, New Jersey: Prentice-Hall, 1970.

The mother of an extremely gifted boy tells of his and his family's struggles in the early school years, and of his easy adjustment to entering college quite early. It has a lively novel style.

Holt, John. Escape from childhood. New York: Ballentine, 1974.

This discussion of children's rights may not appeal to everyone, but it is a caution against exploitation and over-protectiveness. The freedom to explore and to have a say in their own lives is a necessity for children. Holt warns against treating children as 'cute', as slaves, or as love objects. Although the last part of the book becomes more extreme, some of his points are especially pertinent for the gifted.

Oppen, Margaret Bates. "Gifted child in a small town: a parent's point of view." Gifted Child Quarterly 14:92-95, Summer 1970.

Little sympathy is given to the parent of a gifted child, and the author of this article found that it was better to be quiet about her son's gifts. Small towns have very few if any, gifted, and no choice of schools. The mother tells of doing the best she could with the resources available. The family provided an enriched environment at home, cooperated with the teachers as much as possible, and Ms. Oppen up-graded her own education. "In some ways a small town is a limiting factor, but in others it is only incidental," she writes.

e.) Education and Teaching

Baldwin, Alexinia Y. et al., eds. Educational planning for the gifted: overcoming cultural, geographic, and socioeconomic barriers. Reston, Va.; Council for Exceptional Children, 1978.

Council for Exceptional Children states that this is designed to explore alternative approaches in identification by assessing different minority and cultural groups, abilities, and determinants of giftedness, as well as curriculum and teaching methods. It is written for teachers and administrators, and presents concrete suggestions for the classroom and school system. It is also a source of inservice and pre-service training materials.

Barbe, Walter B. One in a thousand: a comparative study of highly and moderately gifted elementary school children. Columbus, Ohio: Kent State University, 1964.

In this study two groups of gifted children were examined in regard to their adjustment, family background, achievements, and educational progress to determine any significant differences between the groups. Moderately gifted (I.Q. 120-134) show some differences in family background from the highly gifted (I.Q. 148+), but the main finding is that it became "apparent from this study of highly gifted youngsters that little is known about them and, indeed, that it is difficult because of the inadequacy of existing tests and the extremely limited numbers of such children to obtain information" (77).

Blakeslee, Sandra. "College for kids." Education Digest 41:36-37, September, 1975.

There is an enrichment program in Marin County, California which children may attend in their spare time. I.Q. scores are not used for selection, interest is the only criterion. The university facilities are used, and courses are offered in computers, speed reading, electronics, and marine biology. In 1974-75 1400 children participated.

Bridges, S.A. Gifted children and the Millfield experiment. London: Pitman Publishing, 1975.

Two chapters in this are especially noteworthy: "Attitudes and Behaviors" indicates the way the average child sets standards in the classroom and how mediocre work is done by the gifted; these children then think of themselves as average or just above average. The other interesting chapter deals with "Programmes".

Eddy, Wesley P. Opportunities for bright students in Alberta. Edmonton: Alberta Education, 1974.

This work is a review of some programs offered in Alberta that are designed for an individualized approach to instruction, not specifically for the gifted. A brief summary of suggestions for parents and recommendations for further consultative service and special funding are included.

Fincher, J. "Why are we afraid of these children?" McCalls 97:41+, August 1970.

This excellent article describes the Miriam School in Los Angeles. It tells how the school started, its philosophy, and the problems of the gifted in the average public school.

French, Joseph L. Educating the gifted: a book of readings. New York: Holt, Rinehart and Winston, 1964.

This comprehensive selection of readings from journals contains descriptions of work done in the areas of identifying characteristics, conditions productive of academic talent, school provisions, underachievement, guidance, and creativity.

Gallagher, James. Teaching the gifted child. Rev. ed. Boston: Allyn and Bacon, 1975.

Written for the teacher, but also useful for parents, the first chapters illustrate the wide range of individual differences and include four case studies of hypothetical children. Teaching methods, inquiry development, and special provisions for the gifted are discussed. Many of the changes in curriculum recommended in 1964 have already been incorporated into the school systems. A bibliography is included.

Henson, Ferris O., II. Mainstreaming the gifted. Austin, Texas: Learning Concepts, 1976.

This book is written for teachers who are expected to teach a wide variety of children, to help them recognize and identify the gifted, and to disabuse them of stereotypes. The cartoon and large print format makes this an easy browsing book, yet the text is clear, comprehensive and offers some concrete examples of ways to modify assignments for individualization. Although the Gifted Child Quarterly (Spring 1978) says that "it is written for a teacher whose vocabulary level would automatically unfit him/her for dealing with the able", this could be the only introduction a busy harrassed teacher would have time to peruse. It is an enjoyable change from statistical research.

Marland, Sidney. Education of the gifted and talented: report made to the United States Congress, March 1972. Available from the Office of Gifted and Talented.

This report is full of information and statistics which are important in documenting the need and possibilities in gifted child education. Marland also presents the concept of appropriate, not equal education, that is, education as a qualitative goal.

Pringle, M.L. Kellmer. Able misfits. London: National Bureau for Co-operation in Child Care, 1970.

Subtitled "a study of educational and behaviour difficulties of 103 very intelligent children (I.Q. 120-200)," this work presents case studies of children with problems due to family expectations, emotional stress, and physical handicaps.

Renzulli, Joseph. The enrichment triad model. Wethersfield, Conn.: Creative Learning Press, 1977.

The author describes three types of enrichment. These are interactive, not sequential, and designed especially for the educational setting. They do have applications for the parent and other lay persons. Renzulli defines giftedness as an interaction of ability, motivation, and creativity. Each type of enrichment provides different types of activities to foster any kind of talent.

Sangster, C.H. and G. Adamson. "Nurturing gifted children (Calgary address)." Education Canada 17:26-29, Winter 1977.

This report describes the Calgary Board of Education's pilot project. The program creates a more stimulating environment for brighter students through enrichment in mainstreamed classrooms. Activities are alternatives to some regular class projects and are process-oriented, multi-disciplinary, and diverse.

Stanley, Julian C. "The case for extreme educational acceleration of intellectually brilliant youths." Gifted Child Quarterly 20:66-75, Spring 1976.

Stanley is a noted educator who has worked for many years with mathematically gifted young people, instituting special math programs and early entrance to Johns Hopkins for many of them. In this paper he states his basic thesis that "the overly glamorously entitled supplemental educational procedures known as 'enrichment' are, even at best, potentially dangerous if not accompanied or followed by acceleration of placement in subject matter and/or grade." He has found that if acceleration is the youth's own choice, then his social and emotional development is very good.

Tempest, N.R. Teaching clever children, 7-11. London: Routledge and Kegan Paul, 1974.

Fifteen bright children were grouped together in a special class in order to formulate activities suitable for the gifted. The book does not attempt to evaluate the segregation process, but only to report the activities that proved suitable for these children. It gives specific examples suitable for classroom use. It is clear, concise, and useful for teachers working with children in the elementary schools. There is also a valuable section on reading guidance, reading habits, and storytelling.

Woodcliffe, Helen. Teaching gifted learners. Toronto: Ontario Institute for Studies in Education, 1977.

This short excellent introduction to gifted child education discusses the nature and needs of the gifted and programs for them. The discussion of programs is a complete treatment of inquiry and research techniques. An annotated bibliography and brief summary of curriculum practice is included.

f.) Enrichment and Background Developmental Material

Central Bureau for Educational Visits and Exchanges. Study holidays. London, 1976.

The cover states that included are "a wide choice of world-wide study opportunities--language courses, art, music, choreography, skiing, study tours, rock climbing, the sciences, esperanto, civilization studies, natural history--plus travel information and practical advice." The brief entries do describe holidays and tours dealing with the listed items. Age requirements, language, accomodation, approximate cost for 1976, and addresses are given. There are a surprising number of opportunities available for young teenagers and young adults.

Edmonton Access Catalog. Edmonton: Tree Frog Press, 1978,

This is a comprehensive annotated listing of community resources and activities. It presents information on a variety of topics such as restaurants, museum programs, school systems, and Karma control.

Engelmann, Siegfried and Therese. Give your child a superior mind. New York: Simon and Schuster, 1966.

This enrichment activity book stresses the home teaching environment. It describes the process in "genius building" with a curriculum arranged by age groups from birth to five years. It is an adequate summary of the preschool development processes, including the usual recipes for playdough.

Fraiberg, Selma H. The magic years. New York: Scribner, 1959

Subtitled "How to understand and handle the problems of childhood from birth to school age", this child-raising handbook presents a different approach. The author uses the child's point of view, relating his thinking to the idea that "a sufficiently advanced technology is indistinguishable from magic". It is a mixture of behaviorism and Montague's touching-loving theories. It all combines into a common sense approach. The author advises parents to let their children grow, not to make them dependent or over-protected.

Kanigher, Herbert. Everyday enrichment for gifted children at home and school. Ventura, Calif.: National/State Leadership Training Institute on the Gifted and Talented, 1977. \$3.75 U.S. from the publisher.

Intended for parents and teachers, this book provides activities and ideas in a wide variety of fields including art, geography, languages, mathematics, science, and music. The author, after 12 years of work with the gifted emphasizes that the activities should be relaxed and fun.

Kelly, Marguerite and Elia Parsons. The mother's almanac, Garden City, New York: Doubleday, 1975.

This book covers advice for parents and activities for children from infancy to six years. Subjects covered are more practical and comprehensive than in many other books of this type. Toys, death, divorce, handicaps, cooperative play groups, and preparation for Grade One are included, as is the unique situation of being a mother to three sons. There is a good short annotated reading list.

Kidmonton: every kid's guide to Edmonton. Edmonton: Tree Frog Press, 1978.

Any home with a curious active child will make good use of this work. Like the Access Catalog, it can act as a guide to services available in other cities. Many of the chapters are quite general: best books, how to earn money, hostels, bike safety, travel hints (caution: encourages hitch-hiking), and publishers who still consider children's work.

Maynard, Fredelle. Guiding your child to a more creative life. Garden City, New York: Doubleday, 1973.

This is one of the most useful "how to raise your child" books. There is a little discussion of intelligence, but most of the book is devoted to common sense of the encourage independence and enrichment variety. It is useful for parents and possibly for teachers, since the scope is from early childhood through age ten. The chapters on evaluating books, choosing toys, and identifying a good music or dance teacher are very valuable.

Petty, Walter T. and Mary Bowen. Slithery snakes and other aids to children's writing. New York: Appleton-Century-Crofts, 1967.

This is written for teachers who want to help children do more and better writing, but it is of interest to parents as well. It is full of ideas for expanding the school-age child's consciousness of words and sounds, and expanding his fluency.

Raudsepp, E. and G.P. Hough. Creative growth games. New York: Harcourt-Brace-Jovanovich, 1977.

The 75 verbal and non-verbal puzzles are varied and ingenious. They require divergent thinking skills. A chapter on creative problem solving is also included. Although not designed for children, the format is appealing and the difficulty level progresses from upper elementary age children to adult levels.

V

READING GUIDANCE AND LIBRARY USE

The child who reads early and reads well presents an interesting problem for the parent, the teacher, and the librarian. Too often teachers and parents confuse a bright child's reading ability with his social comprehension and interest level. A child of five or six years is still a young child, even though he may be able to read at a Grade 5 or 6 level. He is an entirely different child in reading interests than that Grade 5 or 6 child reading at a Grade 2 level, and requires different materials and treatment. The high-interest low-vocabulary materials are not written for the five year old gifted child. Certainly, the vocabulary and sentence structure are well within the grasp of the younger child, but the concepts and interests are not usually relevant. All children, but particularly those who read well early, need material that will stimulate their interest, that is challenging, that helps increase comprehension skills and expand life experiences, as well as stimulates and directs their active imaginations and creativity. Given a sufficiently large collection, freedom to browse, time, and judicious help when needed, the gifted will have little trouble selecting materials. The public library can be an ideal setting, but the librarian must be aware of the needs of children as individuals and be prepared to offer guidance where needed. For children in those communities without adequate library service, the Extension Library at the University of Alberta (see Section III) can provide many materials and information.

Many people expect children to progress in reading from primer material through beginning readers to picture books then to longer books, sequentially. But in most cases this is not a linear progression. Given a free choice of material, the child will usually read at a variety of levels and in a variety of styles, ranging from Wizard of

Oz to Nancy Drew to Wrinkle in Time, liberally sprinkled with comic books, cereal boxes, cartoons, and Jacques Cousteau nature books. Many parents are disturbed by this seeming regression or non-selectiveness, but the child should not be pressured into reading only adult books. Some very good fiction can be missed as well as other "baby" stories necessary for the growth of the child's "literary luggage."¹⁴

The child who reads well early will usually have an above average vocabulary and be able to cope with sophisticated sentence structure. He usually has an active imagination. He may read a few beginning readers in order to enjoy the process of actually reading for himself and to instill confidence in his ability. Some children never seem to go through the limited vocabulary stage, but read immediately at a Grade Two or Three level. Others enjoy some limited vocabulary books.

Picture books seem to hold the child's interest longer. While some of these are beginning readers, many are written at a Grade Three or Four level, intended for reading aloud to young children. These materials are ideal for the very young good reader. Even adults enjoy many of them. The text is amply illustrated, yet the vocabulary and tone are not condescending. Many folk and fairy tales are in this category, as are other imagination expanding stories. Caldecott Medal winners are often excellent choices since the illustrations are outstanding and the text is usually carefully chosen.

In a surprisingly short time, an avid reader will have read "everything" in a small collection. The librarian or parent is then faced with helping the child move on into longer, less illustrated books. Again, some children move easily into reading anything, but some do not seem to want to leave the security of being able to finish a story at one sitting. Books of interest to the young child have to be found, and they are sometimes difficult to select. Prior to the 1950s, writers were not as conscious of reading level appropriateness for children, whereas now most modern books written for six year olds are written at

a Grade One level. Older material usually has a higher reading level. The original versions of Alice in Wonderland, Wizard of Oz, and books by Kipling are often enjoyed by early readers. Poetry is a favorite with some children, and books in which to browse are usually welcome. Browsing books can be collections of poetry such as Helen Ferris' Favorite poems old and new or fairy tale collections such as The Provensen book of fairy tales. One notable exception to the modern trend is Jacob Two-Two meets the Hooded Fang by Mordecai Richler, which is written at a Grade Six level but has great appeal to six year olds.

Books chosen as favorites by upper elementary age gifted children:¹⁵

- Armstrong, W. H. Sounder. New York: Harper & Row, 1969
- Bradbury, Ray. Martian chronicles. New York: Bantam, 1958.
- Bradbury, Ray. Illustrated man. New York: Bantam, 1969.
- Burnford, Sheila. Incredible journey. Boston: Little, Brown, 1961.
- Byars, Betsy. Summer of the swans. New Ywrk: Viking, 1970.
- Christopher, John. The white mountains. New York: Macmillan, 1970.
- Dahl, Roald. Charlie and the chocolate factory. New York: Knopf, 1964.
- Dahl, Roald. James and the giant peach. New York: Knopf, 1961.
- Del Rey, Lester. Tunnel through time. Philadelphia: Westminster.
- Farley, Walter. The black stallion. New York: Random House, 1944.
- George, Jean. My side of the mountain. New York: Dutton, 1967.
- Kjelgard, James. Big Red. New York: Holiday House, 1956.
- L'Engle, Madeline. A wrinkle in time. New York: Farrar, Straus & Giroux, 1962.
- Lindgren, Astrid. Pippi Longstocking. New York: Viking, 1950.
- Lewis, C.S. The lion, the witch and the wardrobe. New York: Macmillan, 1951.
- North, S. Rascal: a memoir of a better era. New York: Dutton, 1963.
- O'Dell, Scott. Island of the blue dolphins. Boston: Houghton, Mifflin, 1960.

- Snyder, Zelpha K. The Egypt game. New York; Atheneum, 1967.
- Tolkien, J.R.R. The Hobbit. Boston; Houghton, Mifflin, 1967.
- White, E. B. Trumpet of the swan. New York; Harper and Row, 1973.
- Wilder, Laura I. Little House series. New York; Harper and Row, 1973. 9 vols.

Children's fiction in which there is a child identified as gifted:

- Cretan, Gladys Yessayan. All except Sammy. Boston: Atlantic Monthly Press, 1966.
- Konigsburg, Elaine. (George). New York: Atheneum Press, 1970.
- Krumgold, Joseph. Henry 3. New York: Atheneum Press, 1967.
- Rodgers, Mary. Freaky Friday. New York: Harper and Row, 1972.
- Rosenberg, Sondra. Are there anymore at home like you? New York: St. Martin's Press, 1973.
- Tobias, Tobi. Marian Anderson. New York: Crowell, 1972.

Reading guidance and library use:

American Association for Gifted Children and American Library Association. The library is my best friend. 1972. Free from American Association for Gifted Children.

This little pamphlet is very brief and encourages librarians to help children by creating an open environment, giving time to the gifted, and by serving as a liason between gifted children and the community. "The Public Library through its staff and collections has an unusual opportunity to work freely and without controversy, outside of the school for the good of this neglected group. The library is the community resource best equipped to provide gifted children with needed help, inspiration and guidance."

Baskin, Barbara Holland and Karen H. Harris, eds. The special child in the library. Chicago: American Library Association, 1976.

This collection of articles from library journals is especially useful for children's and school librarians. The articles range from storytelling for the deaf, through physical arrangements for the handicapped and the blind, to excellent articles on reading guidance for the gifted. All include bibliographies and notes. Relevant sections are: "The school library and the highly gifted child" by Norman W. Beswick; "A reading program for gifted children in the primary grades" by James J. Bigaj; "Gifted children and the elementary school librarian-theory into practice" by Barbara Baskin and Karen Harris; "Setting a reading climate for the gifted" by Lillian Batchelor; and "Reading guidance for the gifted child" by Helen Sattley.

Cushenbery, Donald C. and Helen Howell. Reading and the gifted child; a guide for teachers. Springfield, Ill.: Charles C. Thomas, 1974

This is aimed at helping teachers to instigate programs for the gifted in reading. It stresses that skills are needed, comprehension must be increased, but that it is futile to try to teach skills already acquired. Pre-school reading, the middle years, and older children's reading programs are included.

Durkin, Dolores. Children who read early. New York: Teacher's College Press, Columbia University, 1966.

Case studies of children who read on entering school are described. Generally, it was found that early readers maintained their lead and that early reading was very valuable for slower children. The children in these studies ranged in I.Q. from 91 to 161. On entering Grade 1, their reading levels were from Grade 1.5 to 4.6. Some had received help at home, some had not. The home questionnaires used are included as is a bibliography.

Larrick, Nancy. A parent's guide to children's reading. 4th ed.
New York; Bantam Books, 1975.

An author well-known for her books, articles, and lectures on children's education discusses books, reading skills, and the role of the parent in guidance and encouragement. Material of many types and age levels is discussed, including books, recordings, filmstrips, and films.

Noyes, Naomi, ed. "Library service to the gifted." Top of the News
28:23-68, November 1971.

This special issue of a periodical published by the American Library Association, Children's Services Division is almost entirely devoted to the gifted. Contributors include Sidney P. Marland, Paul A. Witty, Dr. Hilary Deason, and many others. Children's views of the library, a parent's view, and a librarian's view are also included.

Sutherland, Zena and May Hill Arbuthnot. Children and books. 5th ed.
Glenview, Ill.: Scott, Foresman and Co., 1977.

This is "meant for all adults who are interested in bringing children and books together" (v). The authors discuss illustrators, authors, all types of books including books for minority groups. The items are arranged in large groups: folk tales, fables, modern fantasy, poetry, modern fiction, books for early childhood, and informational books. Patterns of response to literature and book selection are also discussed. Illustrations from the books enhance the text.

Van Tassel, J. "Role of the library in gifted child education."
Illinois Libraries 59:498-500, September 1977.

Although aimed specifically at school libraries, this article contains many suggestions for public libraries as well. The author states "in truth the library offers the three most important components in educating a gifted child: (1) conducive climate, (2) a plethora of resource materials, and (3) a trained professional..." (498) Suggested approaches are book clubs, research seminars, and special programmed materials such as foreign language instruction.

Witty, Paul A., ed. Reading for the gifted and the creative student.
Newark, Delaware: International Reading Association, 1971.

"This booklet is designed to offer teachers and administrators a guide for identification of gifted and creative pupils. Suggestions for providing appropriate instruction, guidance, and experience in reading are also given" (2). There is also an excellent chapter for parents: "The role of the parent of gifted and creative children". It is valuable for librarians because of its reading orientation and coverage of the preschool years.

VI

PERIODICALS

These magazines consistently contain valuable articles dealing with the gifted. The Gifted Child Quarterly is the definitive journal in the field. The others, while not of the same type, are also noteworthy for teaching suggestions, research findings, and book reviews. The most useful selection aid for both professional periodicals and for children's periodicals is Magazines for libraries, the first item to follow.

Katz, Bill and Berry Gargal, eds. Magazines for libraries. New York: Bowker, 1976.

This contains information about major and some minor and small magazines, along with current U.S. subscription prices and detailed annotations. It is arranged by classified subject with a very detailed subject index appended. Magazines for children are also included.

Exceptional Children. Reston, Va.: Council for Exceptional Children, 1934- Monthly. Free with membership in the Council.

This publication deals with all forms of exceptionality, and includes a variety of articles on the gifted. These are contributed by experienced educators and teachers. They deal not only with educational problems, but also with other items of concern to those who deal with bright children. It is indexed in Psychological Abstracts and the Educational Index.

Gifted Child Quarterly. Hot Springs, Ark.: National Association for Gifted Children, 1956- Quarterly. Free with membership.

This journal is the only one of its kind. It is the chief means of communication for the Association and is indexed in Psychological Abstracts, Educational Index, and Institute for Scientific Information. In each issue feature articles contributed by noted educators and psychologists are devoted to one topic: e.g., Fall 1978 dealt with disadvantaged gifted and handicapped gifted; Summer 1978 dealt with social and family influences. In addition to these articles, there are also regular columns: parent perspective, book reviews, notices, and convention information. Some back issues are available from the Association.

Teaching Exceptional Children. Reston, Va.: Council for Exceptional Children, 1968- Quarterly.

Like the other publications by CEC, this deals with various types of special children including the gifted. It is primarily a journal for the teacher, dealing with education. Articles are technical and well-documented. Book reviews are also included.

Some outstanding magazines for children are:

Canadian Children's Magazine. 4150 Bracken Ave., Victoria, B.C. Quarterly. \$5.00/year.

Cricket (The Magazine for Children). Open Court Publishing Co., Walnut Lane, Boulder, Col. Monthly, \$13.00/year.

Highlights. Highlights for Children Inc., Box 269 Columbus, Ohio. Monthly (except June/July, August/September). \$1.50/issue.

National Geographic and National Geographic World. National Geographic Society, Dept. 00178, 17th and M Sts, N.W., Washington D.C. Monthly. \$6.85/year for World.

Owl. The Young Naturalist Foundation, 59 Front St. East, Toronto, Ont. 10 issues/year. \$6.00.

Ranger Rick's Nature Magazine. The National Wildlife Federation, 8925 Leesburg Pike, Vienna, Va. Monthly. \$8.00/year.

VII ASSOCIATIONS

Although there are no local associations for the gifted, the following national and international groups will be of interest for their publications and activities. They are excellent sources of information on many topics including the formation of local parent groups and material on special interests.

Council for Exceptional Children. 1920 Association Drive, Reston, Va.
22091
CEC, Canadian Committee. 6450 Thorold Stone Road, Niagara Falls, Ont.
L2J 1B3.

The CEC in Canada developed out of the American Council and is becoming more independent, trying to examine the condition of exceptional children in Canada and planning programs geared to Canadian needs. Unfortunately, the Canadian Council is still focusing its efforts on special children other than the gifted. The Association for the Gifted (TAG) was organized as a division of CEC in 1958 to help parents and others to deal more effectively with the gifted. Several publications are available with membership: the general periodical Exceptional Children as well as special division publications from TAG and from the Canadian Council. Membership requests and fees should be sent in U.S. funds to the Virginia address. The Canadian Council at the Niagara Falls address will send information and the current names of provincial representatives.

Kootenay Centre for the Gifted. Box 805, Kaslo, B.C. V0G 1M0

Begun in 1970 by Ms. Margaret Parker and her husband, this is a non-profit organization aimed primarily at helping parents and the gifted. Summer workshops have been organized for both children and adults. Help with assessment and with problems is provided on request. Ms. Parker has written a book The joy of excellence, and the Centre compiles resource material, publishes newsletters, and various other materials. The KCG Communication No. 2 provides an up-to-date survey of current trends across the country. In 1976, the Centre organized with the University of Regina the first all-Canada workshop "Promise for Tomorrow, Canada's Gifted Children". With no public or private foundation support, they often have difficulty getting publications out on a regular schedule and appreciate donations.

MENSA-- Mensa Canada Society, 5 Donino Court, Toronto, Ontario M4N 2H6
Greater Edmonton Mensa, 6338 112th Street, Edmonton, Alberta T6H 3J6

Mensa is a society for the top 2% of the population as established by standard I.Q. tests, for those who value and enjoy the exchange of ideas. Proof of I.Q. is required and may be supplied through taking one of Mensa's tests or through submitting other records of testing. Mensa provides magazines, bulletins, promotion of education of gifted children, conventions, and membership in Special Interest Groups. The Edmonton society publishes a newsletter, Gemini, and holds regularly scheduled meetings and events. There is a Calgary Mensa group as well. The Edmonton group is forming an Edmonton Association for Bright Children. Mensa Canada Membership Officer (1979) is Gerald Manning, 482-4219, Edmonton; Edmonton Recruiters 1979 are Ian McGregor 424-7679 and Ralph Watzke, 455-0637.

National Association of Gifted Children. 217 Gregory Drive, Hot Springs, Ark. 71901

The association was founded in 1953 and incorporated as a non-profit tax-exempt association "devoted solely to advancing interest in, and programs for the gifted without regard to race, creed, color or sex. Our purpose is to further the education of the gifted so as to enhance their potential creativity" (Convention Bulletin, 1978). Publisher of the Gifted Child Quarterly, the association provides publications, disseminates information, organizes an annual national conference, and organizes some regional conferences. The current president, Joe Khatena, and other officers and members are outstanding educators and psychologists. For assistance in formation of local groups or for answers to questions relating to creativity and giftedness contact the Executive Director, Professor John Curtis, 1426 Southwind, Westlake Village, Calif. 91361

National/State Leadership Training Institute on the Gifted and Talented,
(n/s-lti-g/t). Ventura County Superintendent of Schools Office,
535 East Main Street, Ventura, Calif. 93009

This organization was established in response to the Marland Report to Congress in 1971, to train state teams to write plans, to begin and/or strengthen programs for gifted and talented students. The organization conducts Summer Institutes, provides a network of consultants, establishes exemplary programs, produces publications, and offers contractual services and workshops for California. Their publications are available to all. Write for catalog: orders under \$15 must be prepaid in U.S. funds.

Regina Association for Gifted Children. c/o Toby and Susan Stewart,
2830 Robinson Street, Regina, Sask. S4S 3C6.

This is a parent initiated group whose main objective is to achieve programming within the public school system suitable for meeting the needs of the academically/intellectually talented student. The gifted are a non-renewable resource and should be helped to develop to their full potential as contributing citizens. Formal membership is \$5.00 a family. The association initiates and participates in presentations of briefs to legislature, provides speakers on the gifted for the media, provides public discussions with parents and educators, and disseminates other information.

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